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ABSTRACT

A comparison of teacher appraisal systems in Georgia and Texas demonstrates many similarities between the two programs. The Georgia Teacher Evaluation Program identifies effective teaching practices, areas where development can improve instructional effectiveness, and teachers who do not meet minimum standards. The Texas Teacher Appraisal System (TTAS) is intended to encourage professional growth for both teachers and administrators and improve classroom instruction. Five assumptions serve as the foundation for the TTAS, for example: teaching is viewed as an intentional act that has student growth as its goal, and no single model of teaching is mandated. Georgia's appraisal instrument contains 3 major teaching tasks with 10 related dimensions in the standard form followed by 11 subdimensions in the long form. The Texas appraisal instrument has 5 domains with 13 criteria and 65 indicators. Each system has extensive training sessions for trainers and evaluators as well as mandatory orientation programs for teachers. Both appraisal programs require classroom observation for data collection and scoring and include examples related to specific statements or indicators. Six attachments include the Georgia and Texas teacher observation instruments. (EJS)

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A COMPARISON OF THE TEACHER APPRAISAL SYSTEMS IN GEORGIA AND TEXAS

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Comparison of Teacher Appraisal Systems Used in Georgia and Texas

This paper will provide information on the two teacher appraisal systems being used in the states of Georgia and Texas. Included will be descriptions of these two programs, implementation plans and strategies, with details on instruments used, observers, and scoring of observations. A discussion will follow on how these systems compare to one other.

Types of Programs

The Georgia Teacher Evaluation Program

The evaluation program in Georgia was developed in response to the Quality Basic Education Act (QBEA). The Georgia Teacher Evaluation Program began its developmental phase in 1986 under the direction of the Georgia Department of Education's Leadership Academy. Two pilot years, 1986-87 and 1987-88 followed. During the pilot tests, teachers and administrators in 20 school systems provided data and reactions. There were also 27 state trainers from 20 different educational organizations. The timeline for this project includes statewide field testing in 1988-89 and full implementation in 1989-90. This paper will include information on the program and procedures included in the 1988-89 version of the Georgia Teacher Evaluation Program.

In Georgia, the purposes of the annual performance evaluation are:

1. to identify and reinforce effective teaching practices,
2. to identify areas where development can improve instructional effectiveness,
3. to identify teachers who do not meet the minimum standards so that appropriate action can be taken.

The Texas Teacher Appraisal System

In August 1984, legislation required the Texas State Board of Education to adopt an appraisal process and criteria for the appraisal of teachers. The appraisals were to provide information for improvement of instruction, career ladder assignments, and could be used for contract renewal decisions. The Legislature mandated that the criteria be based upon observable, job-related behaviors. In October 1985, a pilot program was inplemented in six Texas school districts. There were 90 local trained appraisers who appraised more than 1,400 teachers during the pilot study. Data regarding factors such as time requirements, attitudes, and usability of

performance indicators were collected during this study. After public testimony and revisions in the material, the State Board of Education initially adopted rules for the Texas Teacher Appraisal System (TTAS) and approved the instrument, scoring procedures, and forms.

In April and May of 1986, approximately 270 individuals were trained to deliver training to school district appraisers during the summer of 1986. Approximately 13,000 appraisers received 43 hours worth of training during this summer. The TTAS was implemented on a statewide basis in the fall of 1986.

Recommendations for improvements were made in February 1987 by an advisory committee composed of teachers, administrators, professional organizations, and education service center appraisal trainers. Following this, refinements and improvements were made to the TTAS. In the summer of 1987, training updates and proficiency checks were completed by all eligible appraisers. Beginning in January 1988, panels of educators met to review scoring standards, to make recommendations regarding their continued appropriateness for making career ladder decisions, and to discuss training and implementation issues. The Commissioner of Education reviewed recommendations made and recommended approval of changes in the scoring standards. His recommendations were approved for implementation with the beginning of the 1988-89 school year. During April-August 1988, training was provided to trainers and then to appraisers in a one-day update training session format. In November 1988, the State Board of Education approved changes to the appraisal system based on a June public hearing.

During the summer of 1989, a half-day update was provided to appraisers throughout the state. Changes in rules and the instrument were presented, and appraisers were required to complete a field-practice by October 1, 1989. During the summer of 1990, all appraisers will be required to go through a recertification training workshop as well as a update training.

The TTAS is intended to encourage professional growth for both teachers and administrators and to improve instruction in the classrooms of Texas. Certain assumptions serve as the foundation for the statewide system. These are:

view of teaching - that teaching is an intentional act which has as its goal student growth; no single model of teaching is mandated by this system;

generic teaching behavior - that all teachers will be appraised with the same criteria and in the same manner regardless of career ladder assignment; some common teaching behaviors occur;

quality of performance - many of the skills necessary to be a successful master teacher are not different in kind from those necessary to be a successful beginning teacher;

professional growth - each teacher is capable of improving regardless of the level of expertise or years of experience;

educational goals - appropriate classroom teaching behaviors may vary according to

the learning goals and objectives of the lesson observed; and

accuracy of appraisal - more accurate appraisal will be gained by using multiple appraisers and multiple sources of information.

Instrument

Georgia

The appraisal instrument used by Georgia and Texas differ somewhat. Georgia's instrument is much shorter and general; there are two versions of the instrument. In the standard form, there are 3 major teaching tasks with 10 related dimensions. The long version consists of the same 3 major teaching tasks, 10 related dimensions, and 11 sub-dimensions. On the observation instrument, sample effective teaching practices are included for each of the dimensions. Following this, research/rationale is given for each dimension and subdimension, and teaching examples are included. Attachment 1 includes the teaching tasks and dimensions in the Georgia short form; Attachment 2 is the long form.

Texas

The Texas appraisal instrument has 5 domains with 13 criteria and 65 indicators. The appraiser's instrument is color coded according to the different domains. The pages of the instrument include the name of the domain, criterion, performance indicators, and explanation/examples for each indicator. Each performance indicator is scored by considering the strength and comprehensive preponderance of evidence related to that indicator. Attachment 3 is a list of the domains, criteria, and indicators in the TTAS.

Attachment 4 is a comparison of the Georgia extended form instrument and Texas instrument, matched according to similarity of meaning. The Georgia form is much shorter than the TTAS. There are a number of indicators on the Texas instrument which are not included in the Georgia instrument.

Training

Georgia

All trainers in Georgia must complete an initial four day training session. Each evaluator must attend an additional half-day school-based training activity as well as two more days of training during the year. They are also to assist in conducting orientation sessions for teachers.

The principal is responsible for providing an orientation for all teachers who will be using the Georgia Teacher Evaluation Program. Teacher orientation must be approximately two hours in length. Teachers receive an Orientation Guide, an overview of these procedures, and a description of available supplementary orientation materials. This includes a videotape of

sample effective teaching practices, related transparencies, and a printed guide.

Texas

In the state of Texas, trainers must go through extensive training and annual updates. Before conducting appraisals, each appraiser must receive instructional leadership training, must receive uniform appraiser training (40 hours), and must reach a required standard of proficiency. Appraisers must also complete annual updates which explain the latest rule changes in the system. In the summer of 1990, they are all required to go through a recertification program as well as the regular summer update.

By State Board rule, each district shall provide each teacher with an orientation to the teacher appraisal system prior to the teacher's first appraisal with the system. As early as possible, but no later than the beginning of the orientation, each teacher must receive a copy of the teacher appraisal orientation manual. The state education agency provides materials for additional training of teachers in inservice programs.

Observations

Georgia

Responsibility for teacher evaluation in Georgia resides with the building principal. He will sign all Annual Evaluation Summary Reports, although he may delegate other duties to other district leaders. Based on the results of proficiency checks on scoring and written tests on understanding, all evaluators will be either "fully efficient" or "provisionally proficient."

The standard procedures for the evaluation of classroom teaching require a minimum of four unannounced classroom observations of at least a 15 minute duration. Observations for evaluation using the Georgia Teacher Observation Instrument must take place during teaching situations which provide appropriate opportunities for interaction that is either student-focused or teacher-focused. If the students are engaged in a non-interactive learning activity, evaluators may observe the lesson but are not to score it.

Teachers who do not meet the established criteria based on observations with the Georgia Teacher Observation Instrument will move from the standard to extended phase of evaluation. This includes an announced, diagnostic observation of at least one class or lesson. An extended form will be used to score this observation. Based on these results, the evaluator will determine the best course of action for the teacher. Additional unannounced observations will also be done. The teacher may return to the standard phase or may continue in the extended phase.

Texas

In Texas, the teacher appraisal process requires at least two appraisers for each appraisal

period. One appraiser must be the teacher's supervisor, except for special circumstances, and the other must be approved by the local board as well as have a valid teaching certificate and at least two years of teaching experience. Classroom teachers may not appraise other classroom teachers on their campus unless there is only one school campus or if the appraiser is a department or grade level chairperson. Teacher who appraise must have a career ladder assignment that is at least as high as the teacher being appraised.

At least two appraisals are required each year for each probationary teacher, each career ladder level one teacher, and each teacher on career ladder levels two, three, or four whose most recent summary performance score was less than exceeds expectations. Teachers on levels two, three, or four whose most recent performance was exceeding expectations or clearly outstanding shall be appraised at least once each year. One appraisal consists of two formal 45-minute observations, one by each appraiser. All appraisals must be conducted during the required days of instruction for students during one school year. During the 1989-90 school year, 50 percent of the formal observations must be scheduled by day and time of day, and 50 percent must be scheduled within a reasonable period of time designated for all teachers by the local district. For the 1990-91 school year, all formal observations are to be scheduled.

Scoring

Georgia

The categories of scoring on the Georgia instrument are satisfactory (S) or needs improvement (NI). Each classroom observation is scored, and written comments are prepared. The teacher must receive a copy of the observation record, with written comment, within five working days. Teachers may attach their comments to these records and may request a conference to discuss the results. Attachments 5 and 6 are copies of the Georgia Observation Record short and extended forms and the annual evaluation summary report.

Texas

Scoring of the teacher's performance on the Texas Teacher Appraisal System is done in accordance with the Texas Education Code and is based on the summary domain credits issued each appraisal period by the teacher's supervisor and the other appraiser(s). The State Board of Education established standards for conversion of summary domain credits to domain performance scores of: unsatisfactory, below expectations, meets expectations (satisfactory), exceeding expectations, and clearly outstanding. After a formal observation, each appraiser must complete a written record. The written record is not to be completed during the observation. A copy of the written record shall be given to the teacher within seven working days of the formal observation. If there are extenuating circumstances, the seven working day requirement may be

extended to a maximum of 15 working days. Attachment 7 is a copy of the Observation/Evaluation Record used for TTAS scoring.

Career Ladder

Georgia

In 1985, legislation established the Career Ladder Task Force to make recommendations for a plan. Georgia is phasing in its Career Ladder program with a pilot project in five school systems. Teachers in these districts will be the first in the state to receive supplements in 1991.

There are five career ladder levels: Level I is for entering teachers who have less than three years experience; Level II is for regular status teachers who do not wish to move up on the ladder; Level III is the upper level, and teachers here may continue with no additional responsibilities or may take on more duties. Incentive awards will be chosen by placement on the career ladder and extra work done.

In addition to individual career ladder rewards, the state also has Group Productivity Bonus awards for school and central office personnel which have student achievement that exceeds the expected when socioeconomic factors are considered. The purpose is to reward cooperation among staff for improving instruction.

Texas

Texas began a career ladder program six years ago. Decisions for advancement at any level are made by local districts on the basis of experience, job-related education or training, and through performance in the classroom. Performance in the classroom is measured through use of the state appraisal system, and the results of appraisals are used to determine if teachers remain at a level on the career ladder.

In spring of 1988, the State Board of Education approved higher standards for scoring the "exceeding expectations" and "clearly outstanding" categories of the appraisal instrument (TTAS). The Board also asked the legislature to postpone the scheduled implementation of Level IV Master Teacher until 1991-92. It was originally scheduled to be implemented in 1989-90. The state department is developing a Master Teacher Exam that is required by law for advancement to Level IV. The teacher appraisal system is to be expanded to include measures for evaluating the different roles of master teachers.

Research

Georgia

The development of the appraisal system in Georgia was primarily carried out by Georgia State University with a subcontract to Glynn County Public Schools. Educators from the

University of Georgia, DeKalb County Schools, and First District RESA were also instrumental in developmental activities. Contributions were also made by 27 trainers from a number of professional educational organizations. During the pilot tests, teachers and administrators in 20 school systems provided data and reactions.

The components of the field-test program were prepared through collaborative efforts of the Georgia Department of Education, the Georgia Teacher Evaluation Project at Georgia State University and Glynn County Schools, the Performance Assessment Laboratory at the University of Georgia, and consultants from schools districts, state agencies, and colleges and universities. A bias review committee and a steering committee were also formed and used in preparation of these materials. A notation of research is included in the appraisal instrument, for each dimension and sub-dimension identified.

Texas

After the mandate to develop an appraisal process, the Texas Education Agency staff conducted a review of literature on teaching effectiveness and surveyed other states where statewide appraisal systems had been implemented. They also gathered information from 156 school districts in Texas regarding the teacher evaluation systems used in those districts. In addition, a job-relatedness survey was conducted; 30,000 teachers were asked to respond to items in terms of observability, importance, and frequency of use. Approximately 17,000 responses were received and used to derive a list of teaching behaviors to be considered in the appraisal instrument. Several nationally recognized educators participated in the review of materials.

In the TTAS Appraiser's Manual and Teacher Orientation Manual, annotations of research are provided for each criterion on the instrument. The research listed focuses upon the relationship of specific teacher behaviors to student achievement gains. It is noted that the appraiser is encouraged to read current research reports and to add notations regarding significant findings.

Discussion

There are many similarities between the two teacher appraisal systems being used in Georgia and Texas. The Georgia evaluation instrument is a not as long, even in its extended form, as the one used in Texas. The Texas instrument includes several areas, particularly Domain V, that are not a part of the Georgia program. The TTAS is much more detailed than the GTOI; the 65 different TTAS indicators include a large number of teaching behaviors. From the information available in the Georgia instrument, it seems that scoring for the TTAS is much more complex, also. It is not known how subjective the Georgia instrument is to score.

On the Georgia instrument, the only ratings possible are Satisfactory, Needs Improvement,

Unsatisfactory, and Not Applicable (for only a few items). On the Texas instrument, teachers may be rated as unsatisfactory, below expectations, meets expectations (satisfactory), exceeding expectations, and clearly outstanding.

Both instruments include examples related to specific statements or indicators. The GTOI gives sample effective practices, related research/rationale, and then teaching examples. The listing of research in the Georgia instrument is easier to relate to the dimension because an explanation of the results of the research is also provided. In the TTAS, although references are provided for each indicator, these are listed as annotations and include only brief descriptions of the results of the research.

When the state of Texas began to develop the appraisal program, Texas Education Agency staff contacted the state of Georgia to learn what they had developed for teacher evaluation. Georgia included a two year plan for field-testing its program; Texas field-tested the TTAS for one year. Texas used videotapes from Georgia for the pilot or field-test program training and for the first several years of the 40-hour appraisal training.

It is probable that revisions will be made to the teacher appraisal instruments in Georgia and Texas. In fact, the TTAS has recently been revised, and training for recertification and update will provide information on these revisions. Appraisal systems which are tied to a career ladder are problematic in that teachers are often put in competition with each other. Georgia has established an additional type of campus level incentive program, and Texas is preparing to do the same. Much work has been done on the appraisal systems of both Georgia and Texas, and as a result, teachers and administrators are more aware of effective teaching research and practices.

References

Career Ladder Clearinghouse. Southern Regional Education Board. Atlanta, GA. December, 1988.

Georgia Teacher Evaluation Program Evaluation Manual, Field-Test Edition 1988-89. Georgia Department of Education.

Texas Teacher Appraisal System, 1989-90. Texas Education Agency, Austin, Texas.

Attachments

Georgia Teacher Observation Instrument (GTOI)

GTOI Dimension Statements: Standard Form

Teaching Task I: Provides Instruction
Dimension A: Instructional Level

Dimension B: Content Development

Dimension C: Building for Transfer

Teaching Task II: Assesses and Encourages Student Progress
Dimension A: Promoting Engagement

Dimension B: Monitoring Progress

Dimension C: Responding to Student Performance

Dimension D: Supporting Students
(encouragement, lowering concern levels, dignifying responses, language free of sarcasm/ridicule, etc.)

Teaching Task III: Manages the Learning Environment
Dimension A: Use of Time

Dimension B: Physical Setting

Dimension C: Appropriate Behavior

Georgia Teacher Observation Instrument (GTOI)

GTOI Dimension Statements: Extended Form

Teaching Task I: Provides Instruction
Dimension A: Instructional Level

Dimension B: Content Development
- B.1. Teacher-Focused Content Development
- B.2. Student-Focused Content Development

Dimension C: Building for Transfer
- C.1. Initial Focus
- C.2. Content Emphasis
  OR
  Content Linking
- C.3. Summaries

Teaching Task II: Assesses and Encourages Student Progress
Dimension A: Promoting Engagement

Dimension B: Monitoring Progress

Dimension C: Responding to Student Performance
- C.1. Responding to Adequate Performance
- C.2. Responding to Inadequate Performance

Dimension D: Supporting Students
(encouragement, lowering concern levels, dignifying responses, language free of sarcasm/ridicule, etc.)

Teaching Task III: Manages the Learning Environment
Dimension A: Use of Time
- A.1. Noninstructional Tasks
- A.2. Instructional Time

Dimension B: Physical Setting

Dimension C: Appropriate Behavior
- C.1. Monitoring Behavior
- C.2. Intervening

Attachment 3

Texas Teacher Appraisal System

Domain I Instructional Strategies

Criterion 1 Provides opportunities for students to participate actively and successfully

a. appropriately varies activities
b. interacts with students in group formats as appropriate
c. solicits student participation
d. extends students' participation
e. provides ample time for students to respond to teacher questions/solicitations and to consider content as it is presented
f. implements instruction at an appropriate level of difficulty

Criterion 2 Evaluates and provides feedback on student progress during instruction

a. communicates learning expectations
b. monitors students' performances as they engage in learning activities
c. solicits responses or demonstrations from specific students for assessment purposes
d. reinforces correct responses/performances
e. provides corrective feedback/clarifies, or none needed
f. reteaches, or none needed

Domain II. Classroom Management and Organization

Criterion 3 Organizes materials and students

a. secures student attention, or students are attending
b. uses administrative procedures and routines which facilitate instruction
c. gives clear administrative directions for classroom procedures or routines, or none needed
d. maintains seating arrangements/grouping appropriate for the activity and the environment
e. has materials, aids, and facilities ready for use

Criterion 4 Maximizes amount of time available for instruction

a. begins promptly/avoids wasting time at the end of the instructional period
b. implements appropriate sequence of activities
c. maintains appropriate pace
d. maintains focus
e. keeps students engaged

Criterion 5 Manages student behavior

a. specifies expectations for class behavior, or none needed
b. uses techniques to prevent off-task behavior, or none needed
c. uses techniques to redirect/stop inappropriate/disruptive behavior, or none needed
d. applies rules consistently and fairly, or none needed
e. reinforces desired behavior when appropriate

Domain III Presentation of Subject Matter

Criterion 6 Teaches for cognitive, affective, and/or psychomotor learning
- a. begins instruction/activity with an appropriate introduction
- b. presents information in an appropriate sequence
- c. relates lesson content to prior or future learning
- d. provides for definition of concepts and description of skills and/or attitudes and interests
- e. provides for elaboration of critical attributes of concepts, skills, and/or attitudes/interests
- f. stresses generalization, principle, or rule as a relationship between or among concepts, skills, or attitudes/interests
- g. provides opportunities for application
- h. closes instruction appropriately

Criterion 7 Uses effective communication skills
- a. makes no significant errors
- b. explains content and/or learning tasks clearly
- c. stresses important points and dimensions of content
- d. uses correct grammar
- e. uses accurate language
- f. demonstrates skill in written communication

Domain IV Learning Environment

Criterion 8 Uses strategies to motivate students for learning
- a. relates content to student interests/experiences
- b. emphasizes the value/importance of the activity or content
- c. reinforces/praises learning efforts of students
- d. challenges students

Criterion 9 Maintains supportive environment
- a. avoids sarcasm and negative criticism
- b. establishes climate of courtesy and respect
- c. encourages slow and reluctant students
- d. establishes and maintains positive rapport with students

Domain V Professional Growth and Responsibilities

Criterion 10 Plans for and engages in professional development
- a. shows progress in completing professional growth requirements as agreed upon with appraiser(s), or none needed
- b. stays current in content taught
- c. stays current in instructional methodology

Criterion 11 Interacts and communicates effectively with parents
- a. initiates communications with parents about student performance and/or behavior when appropriate
- b. conducts parent-teacher conferences in accordance with local district policy
- c. reports student progress to parents in accordance with local district policy
- d. maintains confidentiality unless disclosure is required by law

Criterion 12 Complies with policies, operating procedures, and requirements
- a. follows statutory and Texas Education Agency regulations
- b. follows district and campus policies and procedures
- c. performs assigned professional duties
- d. follows district promotion/retention policy and procedures

Criterion 13 Promotes and evaluates student growth
- a. participates in campus goal setting for student progress
- b. plans instruction in accordance with district requirements
- c. documents student progress
- d. maintains accurate records
- e. reports student progress at appropriate intervals

Georgia and Texas Appraisal Comparison

Attachment 4

Georgia Teacher Appraisal Instrument Extended Form		**Texas Teacher Appraisal System**	
Teaching Task I:	Provides Instruction	Domain I:	Instructional Strategies
Dimension A:	Instructional Level	Criterion 1:	Provides opportunities for students to participate actively and successfully
		f.:	implements instruction at an appropriate level of difficulty
Dimension B:	Content Development	Domain III:	Presentation of Subject Matter
B.1.:	Teacher-Focused Content Development	Criterion 6:	Teaches for cognitive, affective, and/or psychomotor learning
		a.:	begins instruction/activity with an appropriate introduction
		b.:	presents information in an appropriate sequence
		c.:	relates lesson content to prior or future learning
		d.:	provides for definitions of concepts and descriptions of skills and/or attitudes/interests
		e.:	provides for elaboration of critical attributes of concepts, skills, and/or attitudes/interests
		f.:	stresses generalization, principle, or rule as a relationship between or among concepts, skills, or attitudes/ interests
		g.:	provides opportunities for application
		h.:	closes instruction appropriately
		Criterion 7:	Uses effective communication skills
		c.:	stresses important points and dimensions of content

Georgia and Texas Appraisal Comparison

B.2. Student-Focused Content Development	Domain IV Learning Environment Criterion 8: Uses strategies to motivate students for learning a.: relates content to student interests/experiences b.: emphasizes the value/importance of the activity or content
Dimension C: Building for Transfer C.1.: Initial Focus	Domain III Presentation of Subject Matter Criterion 6: Teaches for cognitive, affective, and/or psychomotor learning
C.2.: Content Emphasis or Content Linking	c.: relates lesson content to prior or future learning f.: stresses generalization, principle, or rule as a relationship between or among concepts, skills, or attitudes/interests g.: provides opportunities for application
C.3.: Summaries	h.: closes instruction appropriately
Teaching Task II: Assesses and Encourages Student Progress	Domain I Instructional Strategies Criterion 2: Evaluates and provides feedback on student progress during instruction Domain IV Learning Environment Criterion 8: Uses strategies to motivate students for learning
Dimension A: Promoting Engagement	Domain I Instructional Strategies Criterion 1: Provides opportunities for students to participate actively and successfully c.: solicits student participation Domain II Classroom Management and Organization Criterion 4: Maximizes amount of time available for instruction a.: begins promptly/avoids wasting time at the end of the instructional period

Georgia and Texas Appraisal Comparison

	b.: implements appropriate sequence of activities
	c.: maintains appropriate pace
	d.: maintains focus
	e.: keeps students engaged
Dimension B: Monitoring Progress	Domain I Instructional Strategies
	Criterion 2: Evaluates and provides feedback on student progress during instruction
	b.: monitors student performance as they are engaged in learning activities
	c.: solicits responses or demonstrations from specific strudents for assessment purposes
Dimension C: Responding to Student Performance	
C.1. Responding to Adequate Performance	d.: reinforces correct responses/ performances
C.2. Responding to Inadequate Performances	e.: provides corrective feedback/clarifies, or none needed
	f.: reteaches, or none needed
Dimension D: Supporting Students (encouragement, lowering concern levels, dignifying responses, language free of sarcasm/ridicule, etc.)	Domain IV Learning Environment
	Criterion 8: Uses strategies to motivate students for learning
	c: reinforces/praises learning efforts of students
	Criterion 9: Maintains supportive environment
	a:. avoids sarcasm and negative criticism
	b.: establishes climate of courtesy and respect
	c.: encourages slow and reluctant students
	d.: establishes and maintains positive rapport with students
Teaching Task III: Manages the Learning Environment	Domain II Classroom Management and Organization
Dimension A: Use of Time	Criterion 4: Maximizes amount of time available for instruction
A.1. Noninstructional Tasks	

Georgia and Texas Appraisal Comparison

A.2. Instructional Tasks	a.: begins promptly/avoids wasting time at the end of the instructional period
	Domain I Instructional Strategies
	Criterion 1: Provides opportunities for students to participate actively and successfully
	e.: provides ample time for students to respond to teachers questions/solicitations and to consider content as it is presented
Dimension B: Physical Setting	Domain II Classroom Management and Organization
	Criterion 3: Organizes materials and students
	d.: maintains seating arrangements/ grouping appropriate for the activity and the environment
	e.: has materials, aids, and facilities ready for use
Dimension C: Appropriate Behavior	Domain II Classroom Management and Organization
C.1. Monitoring Behavior	Criterion 3: Organizes materials and students
	a: secures student attention, or students are attending
	c: gives clear administrative directions for classroom procedures or routines, or none needed
	Criterion 5: Manages student behavior
	a.: specifies expectations for class behavior, or none needed
C.2. Intervening	b.: uses techniques to prevent off-task behavior, or none needed
	c.: uses techniques to redirect/stop inappropriate/disruptive behavior, or none needed
	d.: applies rules consistently and fairly, or none needed
	e.: reinforces desired behavior when appropriate

(additional areas on the TTAS)

Domain I — Instructional Strategies

Criterion 1

- a.: appropriately varies activities
- b.: interacts with students in group format as appropriate
- d: extends students' participation

Criterion 2

- a: communicates learning expectations

Domain II — Classroom Management and Organization

Criterion 3

- b.: uses administrative procedures and routines which facilitate instruction

Domain III — Presentation of Subject Matter

Criterion 7

- a.: makes no significant errors
- b.: explains content and/or learning tasks clearly
- d.: uses correct grammar
- e.: uses accurate language
- f.: demonstrates skill in written communication

Domain IV — Learning Environment

Criterion 8

- d.: challenges students

Domain V — Professional Growth and Responsibilities

Criterion 10

- a.: shows progress in completing professional growth requirements as agreed upon with appraiser(s), or none needed

b.: stays current in content taught
c.: stays current in instructional methodology

Criterion 11

a.: initiates communications with parents about student performance and/or behavior when appropriate
b.: conducts parent-teacher conferences in accordance with local district policy
c.: reports student progress to parents in accordance with local district policy
d.: maintains confidentiality unless disclosure is required by law

Criterion 12

a.: follows statutory and Texas Education Agency regulations
b.: follows district and campus policies and procedures
c.: performs assigned professional duties

Criterion 13

a.: participates in campus goal setting for student progress
b.: plans instruction in accordance with district requirements
c.: documents student progress
d.: maintains accurate records
e.: reports student progress at appropriate intervals

[illegible] OBSERVATION RECORD: STANDARD FORM

TEACHER SSN	OBSERVER SSN	DATE MO	DAY	YR	UNIT	TOTAL MINUTES	LESSON SEGMENT
				01			
	0	00	00			00	○ Beg
	1	11	11		1	11	
	2	2	2		2	22	○ Mid
	3	3	3		3	33	
	4	4	4		4	44	○ End
	5	5	5		5	55	
	6	6	6		6	66	○ Other
	7	7	7		7	7	
	8	8	8	8	8	8	
	9	9	9	9	9	9	

TIME: _____

Focus of Lesson Notes:

TEACHING TASK I: PROVIDES INSTRUCTION

Comments: _____

A. Instructional Level
1 5

B. Content Development
1. Teacher-Focused
1 5
and/or
2. Student-Focused
1 5

C. Building for Transfer
1 5 1

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Comments: _____

A. Promoting Engagement
1 5

B. Monitoring Progress
1 5

C. Responding to Student Performance
1 5

D. Supporting Students
1 5

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Comments: _____

A. Use of Time
1 5

B. Physical Setting
1 5

C. Appropriate Behavior
1 5

DRAFT
DRAFT
DRAFT

(SIGNATURES) OBSERVER: _____ DATE: _____

TEACHER _____ DATE: _____

(Sign and return observer's copy to principal's office. Signature acknowledges receipt of form, not necessarily concurrence with scores. Written comments may be attached to observer's copy. If comments are attached, initial here _____)

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TEACHER'S COPY

TEACHER'S NAME | BRIDGE/SERVICE | SYSTEM | SCHOOL

TEACHER SSN	OBSERVER SSN	DATE MO	DAY	YR	VISIT	TOTAL MINUTES
				8		

TIME: _____

Focus of Lesson Dates:

_____

_____

_____

_____

_____

_____

_____

TEACHING TASK I: PROVIDES INSTRUCTION

Comments: _____

A. Instructional Level (N) (S)

B. Content Development
1. Teacher-Focused (N) (S)
and/or
2. Student-Focused (N) (S)

C. Building for Transfer
1. Initial Focus (N) (S)
2. Content Emphasis or Linking (N) (S)
3. Summaries (N) (S)

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Comments: _____

A. Promoting Engagement (N) (S)

B. Monitoring Progress (N) (S)

C. Responding to Student Performance
1. Responding to Adequate Performances (N) (S)
2. Responding to Inadequate Performances (N) (S)

D. Supporting Students (N) (S)

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Comments: _____

A. Use of Time
1. Non-Instructional Tasks (N) (S)
2. Instructional Time (N) (S)

B. Physical Setting (N) (S)

C. Appropriate Behavior
1. Monitoring Behavior (N) (S)
2. Intervening (N) (S)

DRAFT
DRAFT
DRAFT

SIGNATURE(S) OBSERVER: _____ DATE: _____

TEACHER _____ DATE: _____

(Sign and return observer's copy to principal's office. Signature acknowledges receipt of form, not necessarily concurrence with scores. Written comments may be attached to observer's copy. If comments are attached, initial here _____)

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TEACHER'S COPY

TEACHER'S NAME _____

TEACHER SSN	OBSERVER SSN	DATE MO	DATE DAY	DATE YR
	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	8 9

EVALUATION SUMMARY

GEORGIA TEACHER OBSERVATION INSTRUMENT	GEORGIA TEACHER DUTIES AND RESPONSIBILITIES INSTRUMENT	OVERALL EVALUATION SUMMARY
○ Satisfactory	○ Satisfactory	○ Satisfactory
○ Needs Improvement	○ Needs Improvement	○ Needs Improvement
○ Unsatisfactory	○ Unsatisfactory	○ Unsatisfactory

GEORGIA TEACHER OBSERVATION INSTRUMENT - SUMMARY INFORMATION

MARK ONLY AREAS FOR DEFICIENCY OR NEED

TEACHING TASK I: PROVIDES INSTRUCTION

Strengths: _____

Deficiencies or Needs: _____ (Circle one)

- A. Instructional Level ○
- B. Content Development
  - 1. Teacher-Focused ○
  - 2. Student-Focused ○
- C. Building for Transfer ○

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Strengths: _____

Deficiencies or Needs: _____ (Circle one)

- A. Promoting Engagement ○
- B. Monitoring Progress ○
- C. Responding to Student Performance ○
- D. Supporting Students ○

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Strengths: _____

Deficiencies or Needs: _____ (Circle one)

- A. Use of Time ○
- B. Physical Setting ○
- C. Appropriate Behavior ○

GEORGIA TEACHER DUTIES AND RESPONSIBILITIES INSTRUMENT - SUMMARY INFORMATION

(Refer to Instrument)

Strengths: _____

Deficiencies or Needs: _____

(SIGNATURES)

PRINCIPAL: _____ DATE: _____

OBSERVER: _____ DATE: _____

TEACHER: _____ DATE: _____

(Sign and return observer's copy to principal's office. Signature acknowledges receipt of form, not necessarily concurrence with scores. Written comments may be attached to observer's copy. If comments are attached, initial here. _____)

TEACHER'S COPY

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School District _____ Campus _____

TEXAS EDUCATION AGENCY

Texas Teacher Appraisal System

Observation/Evaluation Record

School Year 19___-___

Observation Record Date _____
Evaluation Record Date _____

Teacher _____ Assignment/Grade _____ Appraisal Period 1 or 2 (circle)

Appraiser _____ Title: Teacher's Supervisor _____ Other Appraiser _____

Subject Area Observed _____ Observation Date _____

Beginning Time _____ Ending Time _____ Scheduled _____ Unscheduled _____

TEACHER'S SUPERVISOR:

1. **After each formal observation** an OBSERVATION RECORD must be completed for Domains I-V. Record the date on which the OR is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral 1. Evidence concerning indicators for which credit is **denied** must be documented in the space provided.
3. **For each criterion in which Exceptional Quality is awarded,** circle the numeral 3. Evidence concerning the basis for awarding EQ credit must be documented in the space provided.
4. **At the end of each appraisal period and/or prior to the summative conference,** an EVALUATION RECORD must be developed. Review the completed OBSERVATION RECORD(S) and any cumulative data collected up to the end of the appraisal period to determine whether changes need to be made regarding **SE** and **EQ** credit. Record the date the EVALUATION RECORD is developed in the space provided in the upper right hand corner of this form. If after reviewing the data there are no changes to be made, complete steps 5 and 6 below. **If previously awarded SE or EQ credit is to be denied,** strike through the circled numeral. **If credit which was previously denied is now to be awarded,** circle the appropriate numeral. Initial and date each change and record documentation to substantiate the change(s) in the space provided.
5. **For Domain V,** credit is automatically awarded unless documentation justifies denial.
6. **For each domain,** record the total credits earned during the appraisal period (SE + EQ) in the space provided.

OTHER APPRAISER(S):

1. **After each formal observation,** an EVALUATION RECORD must be completed for Domains I-IV. Record the date on which the **ER** is completed in the space provided in the upper right hand corner of this form.
2. **For each indicator observed and/or credited,** circle the numeral 1. Evidence concerning the basis on which credit for an indicator has been denied must be documented in the space provided.
3. **For each criterion for which Exceptional Credit is awarded,** circle the numeral 3. Evidence concerning the basis for awarding EQ credit must be documented in the space provided.
4. **For each domain,** record the total credits earned in the space provided.
5. If the teacher's supervisor has scored the teacher's performance in Domain V less than satisfactory, review documentation and score Domain V.

I. Instructional Strategies

SE

1. Provides opportunities for students to participate actively and successfully.

_____
_____
_____
_____
_____
_____
_____
_____

a. varies activities appropriately	1
b. interacts with group(s) appropriately	1
c. solicits student participation	1
d. extends responses/contributions	1
e. provides time for response/ consideration	1
f. implements at appropriate level	1
Exceptional Quality	3

2. Evaluates and provides feedback on student progress during instruction.

_____
_____
_____
_____
_____
_____
_____
_____

a. communicates learning expectations	1
b. monitors student performance	1
c. solicits responses/demonstrations for assessment	1
d. reinforces correct response/ performances	1
e. provides corrective feedback/ clarifies/none needed	1
f. reteaches/none needed	1
Exceptional Quality	3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL _____ (SE + EQ)

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II. Classroom Management and Organization

Teacher _____

3. Organizes materials and students.

a. secures student attention 1
b. uses procedures/routines 1
c. gives clear administrative directions/none needed 1
d. maintains appropriate seating/grouping 1
e. has materials/aids/facilities ready 1

Exceptional Quality 3

4. Maximizes amount of time available for instruction.

a. begins promptly/avoids waste at end 1
b. implements appropriate sequence of activities 1
c. maintains appropriate pace 1
d. maintains focus 1
e. keeps students engaged 1

Exceptional Quality 3

5. Manages student behavior.

a. specifies expectations for behavior/none needed 1
b. prevents off-task behavior/none needed 1
c. redirects/stops inappropriate/disruptive behavior/none needed 1
d. applies rules consistently and fairly/none needed 1
e. reinforces behavior appropriately 1

Exceptional Quality 3

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL _____

(SE + EQ)

III. Presentation of Subject Matter

6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.

a. begins with appropriate introduction 1
b. presents information in appropriate sequence 1
c. relates content to prior/future learning 1
d. defines/describes concepts: skills, attitudes, interests 1
e. elaborates critical attributes 1
f. stresses generalization/principle/rule 1
g. provides for application 1
h. closes instruction appropriately 1

Exceptional Quality 2

III. Presentation of Subject Matter *(continued)*

Teacher _____

7 Uses effective communication skills.

a makes no significant errors
b explains content/task(s) clearly
c stresses important points/dimensions
d uses correct grammar
e uses accurate language
f demonstrates written skills

Exceptional Quality 3

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL _____
(SE + EQ)

IV. Learning Environment

8. Uses strategies to motivate students for learning.

a. relates content to interests/ experiences
b. emphasizes value/importance of activity/content
c. reinforces/praises efforts 1
d. challenges students

Exceptional Quality 3

9. Maintains supportive environment.

a. avoids sarcasm/negative criticism 1
b. establishes climate of courtesy 1
c. encourages slow/reluctant students 1
d. establishes and maintains positive rapport 1

Exceptional Quality 3

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL _____
(SE + EQ)

V. Professional Growth and Responsibilities

10. Plans for and engages in professional development.

a. progresses in growth requirements or none needed 1
b. stays current in content taught 1
c. stays current in instructional methodology 1

V. Professional Growth and Responsibilities *(continued)*

11. Interacts and communicates with parents.

a. initiates communications with parents as appropriate ?
b. conduct conferences with parents in accordance with local policy ?
c. reports student progress to parents ?
d. maintains confidentiality ?

12. Complies with policies, operating procedures, and requirements.

a. follows TEA requirements ?
b. follows district/campus policies/ procedures ?
c. performs assigned duties ?
d. follows promotion procedures ?

13. Promotes and evaluates student growth.

a. participates in goal-setting ?
b. plans instruction ?
c. documents progress ?
d. maintains records ?
e. reports progress ?

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL [ ] (SE)

Comments:

Teacher Signature/Date Received OR	Appraiser Signature/Date Completed OR	Date of Conference (if any)
Teacher Signature/Date Received ER	Appraiser Signature/Date Completed ER	Date of Conference (if any)

(The signature of the teacher indicates that he/she has reviewed and received a copy of this record.)

Original Copy—Central Office
Copy #2—Teacher's Supervisor
Copy #3—Teacher